

Vol. 4, No. 1



# The

# Catholic

# Counselor

*An Organ of Communication for  
Catholics in Guidance*

AUTUMN

1959

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# The Catholic Counselor

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DEDICATED TO OUR LADY OF GOOD COUNSEL

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**PURPOSE:** To act as an organ of communication for ALL Catholics in guidance and counseling. THE CATHOLIC COUNSELOR aims: 1. to increase knowledge and interest in student personnel work in Catholic institutions; 2. to serve as a forum of expression on the mutual problems of Catholics in counseling; 3. to foster the professional growth of Catholic counselors through membership in A.P.G.A.; and 4. to encourage cooperation among Catholic Guidance Councils on local, regional, and national levels.

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# Editorial:

## THE CASE FOR GUIDANCE IN CATHOLIC SCHOOLS

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The following article was prepared by the editorial board of the "Catholic Counselor," an organ of communication for Catholic guidance workers, and by the officers of the National Conference of Diocesan Guidance Councils. It was prompted because of the increased interest of the government and many parents in the purpose and techniques of the modern guidance movement.

It is necessary lest confusion about the topic be furthered in the mind of the Catholic public by well-meaning but ill-informed Catholics who are writing against "guidance" in some segments of the Catholic Press. Specifically, in their concern about the misuse of personality tests in public schools of certain cities of this country, they have wrongly equated 'testing' with the whole of guidance and condemned all guidance workers because of the imprudence of a few persons in the field.

While their criticism of a single experimental program may be valid, their general conclusions are untenable. The headline which appeared on one article featured in two Catholic papers, "A Warning Against 'Guidance and Testing'" is completely misleading, and smacks of "guilt by association."

Furthermore, the type of guidance available in the Catholic school is integrated into the educational program according to the principles of Catholic educational philosophy. The fruits of scientific investigation and research have given us many admirable tools which can be used for good or evil depending on who is using them and what purposes they have in mind. Like the Church, individual Catholics should demonstrate flexibility and broadmindedness in adapting new methods, without sacrifice of principle.

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"SHOULD I be a librarian or a social worker?" "What would be best for me—a four-year college or a two-year junior college?" "What are good manners on a date?" "At home I can hold my own in any conversation, but when I'm with other students, I'm too shy to say anything. What should I do?"

### WHAT IS CATHOLIC GUIDANCE?

These and similar questions are frequently asked by boys and girls in our Catholic high schools. When their counselors and teachers help them to find solutions to such problems they are giving guidance. Sound formal guidance is important and can profoundly influence a student's whole future.

In the regular educational process in a Catholic school *moral* guidance is provided, but there is more. Because of the intricacies of modern industry and the rapid technological advances which have been made since 1900, our youth today is offered in America such a variety of vocational opportunities that few when unaided can make a wise occupational choice. Our secondary school students, therefore, need *vocational* guidance. Johnny may well need capable counseling in determining whether he should be a nuclear physicist or a forest ranger. And Mary may be confused about her future as a teacher or as a secretary.

Furthermore, our students also need *educational* guidance. Should Henry take three languages in high school if he intends to be an engineer, or Alice a course in 11th year mathematics if she wishes to be a nurse? Considerations in areas such as these require guidance.

If our students are to measure up to the standards of Christian refinement, they need training in manners, careful dress, and cultured speech, or in other words, *social* guidance.

Finally, because it is a difficult thing to become a mature person in the midst of the tensions and conflicts of modern life, some of our students become emotionally maladjusted. For these there is a need for *personal* guidance.

## GUIDANCE AND CATHOLIC EDUCATION

Pope Pius XI, of beloved memory, in his encyclical "The Christian Education of Youth" stated the end of Christian education broadly conceived:

"The proper and immediate end of Christian education is to cooperate with divine grace in forming the true and perfect Christian, that is to form Christ Himself in those regenerated by baptism. . . . For precisely this reason, *Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual, domestic and social.*" (Italics ours.)

Catholic education, through all its agencies, embraces these broad areas and accomplishes some of these ends through guidance programs in schools.

The secondary school department of the National Catholic Educational Association some years ago outlined seven broad objectives for our high schools. They are (1) to develop *intelligent* Catholics; (2) to develop *spiritually vigorous* Catholics; (3) to develop *cultured* Catholics; (4) to develop *healthy* Catholics; (5) to develop *vocationally prepared* Catholics; (6) to develop *social-minded* Catholics; (7) to develop *American* Catholics.

The Catholic school shares with all other Catholic agencies the ultimate goal of forming perfect Christians. Its most obvious means to that end is to form minds to the pursuit of truth through

the study of religion and the various academic disciplines. But the very complexity of human nature and of society does not permit this work to proceed unhindered. Problems both personal and environmental rise up to impede either the pursuit of truth or the application of truth to daily living. It is the task of guidance to assist youth to face and surmount the obstacles of immaturity and inexperience, to discover and develop their talents, and to direct these talents toward worthy ends.

Christian guidance is at once as ancient as all true education, and as modern as the latest scientific procedure. It is ancient in its manifestation of the Church's age-old and timeless concern for the welfare and best interests of her children. It is modern because formal guidance services represent the endeavor of the Catholic school to implement her interest in youth by means of 20th-Century techniques.

The growth of student personnel services in Catholic schools is another example of their admirable flexibility in adapting methods, without sacrifice of principle, to the exigencies of a changing social milieu.

The late Pope Pius XII, in a discussion on "Education and Modern Development," urged that Christian education aid the Catholic student to meet the demands of the times, and that educators should adapt themselves to the circumstances of the student's background and environment.

The Catholic school which employs modern guidance techniques is heeding the above papal injunction for it seeks to help boys and girls find their rightful places in the social order and to cooperate with Divine Grace in establishing within themselves constancy in following the teachings of Christ.

### PROBLEMS OF GUIDANCE TODAY

Procedures which, in a former day, were quite adequate to resolve the problems of youth are no longer wholly efficacious. The context of education has changed radically in the past 50 years. New objectives, new duties, new types of schools, new courses and new teaching have appeared.

Schools have increased in size, curricula have multiplied, departmentalization has become the order of the day, hordes of students have swarmed upon the schools, often mingling the mentally retarded with the near genius.

The unfortunate effect of such "mass production" has been at times an impersonalized education, in which the close student-teacher relationship formerly taken for granted has been lost.

The changes in society, with the concomitant pressures and complexities of modern living, have also contributed to the frustration of teacher and administrator alike. The spirit of natural-

ism, perverted concepts of right and wrong, and the bad example of adults whose practices are hardly consistent with their preachings, have created confusion among youth.

With more than 20,000 careers available in the United States, the need for guidance specialists to help youth in making a sound vocational selection should be obvious. Furthermore, the tendency to allow youth a greater measure of freedom to determine their own future, without providing the necessary assistance to enable them to use this freedom prudently, has served only to make the young even more confused.

Finally, it would be a miracle if the convergence of these disintegrating forces did not take its inevitable toll in the inner kingdom of the student's personality. The doleful statistics concerning major and minor emotional disorders among the young are ample evidence that no such miracle has come to pass.

### THE GUIDANCE COUNSELOR

Parents are well aware of the function of the personnel officer in business and industry. The guidance director in a school has a comparable role and performs similar duties; in fact, colleges refer to such a staff member as the director of student personnel.

The person who is charged with the direction of guidance services in a school is particularly trained in counseling and psychology, often holds a graduate degree in such studies, and in public schools usually must have a special license. He belongs to one or more professional organizations and reads their publications to keep abreast of new developments. He may be alone in this work, or have the assistance of other counselors or specialists.

The bulk of his time in school is devoted to individual counseling, which is the heart of an effective guidance program. The school counselor through the private interview enables the student with a problem to express his personal confusions and conflicts, to analyze, under skillful direction, the issues involved, and to reach a reasonable solution to the problem.

In counseling, the student makes all the decisions regarding himself and his future. Testing is only *one* of the counselor's tools to provide useful information for both the guidance worker and the student.

Many of the counselor's efforts will be conducted on a group basis—orientation of bewildered freshmen to a new high school situation, testing, guidance classes, career days or speakers' programs, pre-induction instruction to prepare for military obligation, college nights to bring representatives of higher education into the high school, or parent forums.

A guidance department may further sponsor such projects as a cumulative record system, a guidance club, a career file or li-

brary, bulletin boards, developmental reading, job placement and like services.

The guidance office is the one place in the school where the worried student with a problem or the harried parent with a problem child can go for a sympathetic hearing and realistic help. This assistance may take the form of skilled referral to the most appropriate Church or community resource best capable of aiding in a particular difficulty.

## GROWTH IN CATHOLIC SCHOOLS

It has been said that an idea whose time has come, is irresistible. As guidance services began to develop in public schools, especially from the 1930's on, they had a comparable expansion in Catholic schools.

A number of Religious have written dissertations for their graduate degrees on the slow but steady growth of guidance and counseling efforts in Catholic education. The reasons why religious educators were concerned about improving their guidance programs have been catalogued above. In addition, the National Catholic Educational Association has included numerous discussions on this topic at its regional and national meetings since the beginning of the guidance movement.

The three major Catholic educational periodicals have also included many articles on the need and the techniques of guidance.

In 1955, a group of professionally trained Catholic counselors in the American Personnel and Guidance Association banded together to discuss the questions of guidance from a Catholic viewpoint and to study ways of increasing and improving guidance services in Catholic schools. Subsequently they have met each year at the annual convention of the A.P.G.A. (more than 500 were in attendance at the last gathering of Catholic counselors).

Furthermore, since the Archdiocese of New York initiated its Guidance Council, more than fifteen other dioceses have organized guidance councils for the training and professional development of Catholic teachers.

Both these factors influenced the establishment of a professional journal for Catholic guidance workers, *The Catholic Counselor*.

Finally, Catholic educators have begun to write guidance textbooks for the specific use of Catholic students. Both the Bruce Publishing Company and Henry Holt and Company publish guidance topical outlines or workbooks by Catholic teachers for home-room classes, while Harcourt, Brace & Company has a series of full-sized books for group guidance work in each year of the Catholic high school. All these publications have received wide acceptance by priests, Brothers, and Sisters.

Catholic education has certainly been alert to the need and value of modern guidance approaches; it has taken from the new educational movement what is worthwhile for Catholic students, injecting into formal guidance the Catholic philosophy of life and education.

Those who are not in education should not judge the modern guidance movement too hastily or too harshly because some individuals may have made mistakes in their guidance efforts or because some aspects of guidance may have been misapplied or misused. All human institutions and undertakings are subject to error.

The general Catholic public would profit by studying the approach of Catholic educators toward what is good and useful in the field of student personnel work.

Editorial Board, *The Catholic Counselor*.

Executive Committee, The National Conference of Catholic Guidance Councils.

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#### PROCEEDINGS OF THE EDITORIAL MEETING

Father William McMahon, Assistant Editor, because of an increase in his primary responsibilities, tendered his resignation which was accepted with regret. He and his "Men of Hayes" have rendered yeoman service to *The Catholic Counselor*. We thank Father McMahon for his excellent work in the difficult early years. Mr. Robert Doyle of Iona College will replace Father McMahon, who, however, remains with us as a member of the Editorial Board. Mr. Doyle will have the assistance of the young Irish Christian Brothers attending Iona College.

A new Assistant Editor entails a change of address:

The Catholic Counselor  
Iona College  
New Rochelle, N. Y.

Brother Raphael, F.S.C. of Bishop Loughlin High School, Brooklyn, was elected Assistant Business Manager.

We offer a hearty welcome to our new Staff Members: Brother Raphael, F.S.C. and Mr. Robert Doyle.

#### REGIONAL REPRESENTATIVES

The National Conference of Catholic Guidance Councils has agreed to appoint Council Correspondents to *The Catholic Counselor*. They will assume responsibility for:

1. Securing articles, (talks at council meetings, brief studies, etc.) appropriate for publication;
2. Providing news items about local leaders, council activities, and developments;
3. Promoting the use of *The Catholic Counselor* by local schools, libraries, etc.; and
4. Seeking appropriate advertisements for *The Catholic Counselor*.

We are most grateful to them for their cooperation.

### CHANGES IN FORMAT

This year, *The Catholic Counselor* will be set in 10 point Century Light on English Book-Stock Finish. Titles and captions will be rendered in Century, Garamond, and Bodoni. Readers will notice that credit remarks accompanying each article are being set off differently this year. Beginning with Volume 3, Number 3, continuous pagination is being used for all articles. Because *The Catholic Counselor* is dedicated to Our Lady of Good Counsel, throughout this year its cover will be blue.

We are indebted to Brother A. James, F.S.C., our Associate Editor, who spent part of his summer in conference with our printer and a typographical expert.

We shall appreciate reader comments and suggestions for improving *The Catholic Counselor*.

### SUBSCRIBERS

A prompt renewal of subscription will provide us with the time needed to prepare addressograph plates for our second mailing.

You can spread the good word about guidance by encouraging others to subscribe.

*The Catholic Counselor* is *your* journal. You can foster its growth and your own by contributing articles, book reviews, news items (and pictures), and cartoons. (Send your ideas for cartoons to our Art Editor, M. Therese Klieser, St. Joseph College, Emmitsburg, Maryland.)

### 1960 MEETING

Plan now to be in Philadelphia from April 10th to the 14th to attend the Meeting of Catholic Counselors in A.P.G.A. and that of The American Personnel and Guidance Association.

Brother Lawrence Joseph, F.M.S.  
Editor



# A HIGH SCHOOL GUIDANCE BULLETIN

Brother Alois, C.F.X., Mount St. Joseph, Baltimore

Unless a counselor's time is unlimited or the number he has to deal with is small, he must simply seek out ways of doing the most for the most. Perhaps this is best done by working with groups that have common problems.

One effective way of dealing with group problems is through a well-organized system of homeroom guidance. Another partial solution is multiple counseling.

Another method of dealing with questions and problems common to a group is through a guidance bulletin. Because there are so many pressing problems that are common to seniors, this grade can be especially well served by a publication that answers their questions. The problems requiring treatment will naturally vary according to the nature, location, and purpose of the school. One school may have to persuade its seniors to go to college; another school may have to stress the necessity of going to a Catholic college. A boys' school would treat extensively of obligations and problems that must be met in the armed forces, but a girls' school would present these only as possibilities. But every school would find enough problems common to all its seniors to justify an

attempt to present possible solutions.

The "Senior Bulletin" can be carefully prepared by a trained counselor. It can be distributed to the seniors to be read at their leisure or it can be read and discussed during a homeroom guidance period. The individual teacher is spared the task of preparing the material himself. The bulletins may be—and generally are—filed by the students for future reference. The value here over a simple oral discussion of the problems is apparent.

## WHY A BULLETIN?

Much of the advice issued periodically in a senior bulletin may be already in guidance books or could be issued in a single booklet. But it has been found that there is a distinct advantage in giving the information in the form of a "release". If one proves valuable, they digest and discuss it and previous bulletins while actually looking forward to the next.

Of even greater importance, is the fact that the information is timely and local. Data concerning tests given by the College Boards, local colleges, and other agencies can be published and republished before the dates of registration and administration. Information on scholarships can be relayed to the seniors as it becomes available. Current announcements of colleges, employment agencies, and

*Brother Alois has successfully incorporated the "Guidance Bulletin" into the guidance program of his school.*



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scholarships may be reproduced to full advantage only in periodic publications. New additions to the career and guidance section of the library may be advertised.

It is apparent that, were all this information published in one booklet early in the year, much of it would have to be changed or supplemented before the end of the term. Fresh information that became available during the school year 1958-59 involved such important areas as the Federal Loan Program, the S.Q.T., some opportunities available in the Armed Forces, civil service tests, many new scholarships, and revised college requirements.

The value of a "Senior Bulletin" that informs students about college expenses is also patent. The fact that much of this information is local and very variable also points up the need for fresh discussion rather than once-and-for-all directions. Sometimes, too, new studies become available as the year progresses. For example, during the past year a reproduction of Duke University's "Financing Your Education - A Family Affair" and several other surveys proved helpful to many students.

At certain times during the year, different moral, social, and religious problems can be appropriately discussed in the guidance bulletin. The liturgical feasts and seasons; parish, diocesan, and civic drives, functions, and activities; proms and dances can be analyzed. Similarly cultural opportunities

or any of the school's undertakings can be advertised. The careers of successful "old grads" can occasionally be outlined as an impetus to effort.

### THE BULLETIN AND PARENTS

One rather unexpected reaction to the "Senior Bulletin" has been the interest and gratitude of the parents. Many, especially those with limited education and experience, found that the information not only enlightened them but also stimulated family discussion. Because of the "Bulletin," parents have felt freer to approach the counselor. The increased number of appointments sought by parents was most encouraging.

Another secondary result of the "Senior Bulletin" has been the impetus to individual guidance. As a direct result of the questions discussed in the bulletin, seniors have kept the counselors busy before and after school and on non-school days. They have even become propagandizers of the guidance department and have requested numerous copies of the bulletins for students of other schools.

An interesting possibility of extending the "Senior Bulletin" service has recently been discussed. Could it be successfully adapted to serve the schools of a city, or the member-schools of a "Catholic Guidance Council"? If all the seniors in a school system payed a reasonable fee for the service, could a bulletin beneficial to all of them be issued once a month?

The writer is convinced that it could be done.

# An Experiment In Group Guidance

Brother E. Austin, F.S.C., La Salle College, Philadelphia

More than one harassed counselor has come upon quite workable group procedures more as a consequence of necessity than from conviction of their value. Group techniques are of rather recent academic and practical interest, though often the essential elements have long been practiced by the successful classroom teacher. But here, the application of group techniques to the counseling process is being considered.

## THE SITUATION

One such plan for attempting group guidance grew out of a rather impossible counseling situation. A Catholic boys' secondary school with an enrollment of 1800 had but one counselor. Devoting full time to this job still did not enable the counselor to find more than twenty-four hours in a day. If worthwhile work was to be done, additional assistance must be secured. A cooperative faculty helped, but still left large areas of a well-run guidance program untouched.

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*During four years, the author was counselor in a high school enrolling 1800 boys. He served on the committee that organized the guidance program for the Diocese of Pittsburgh. Presently, he is Assistant Professor of Psychology and Assistant Director of the Counseling Center, La Salle College, Philadelphia.*

The necessity of restricting counseling services to selected areas of student problems was obvious. Two of the more definite decision periods faced by the high school student were the selection of curriculum to be followed in high school and the planning for college. A very large percentage of this school's graduates went on to college. Thus the sophomore facing the choice of curriculum and the senior selecting his college and course of study were to be the beneficiaries of the counselor's efforts.

In both cases the students wanted some definite indication of their potential in those abilities which are normally considered necessary for the successful pursuance of the various curricula. The wide variety of available aptitude and ability tests presented the counselor with the problem of selection. The over-all plan for aiding the students suggested the utilization of a test battery which at that time had not been readily adopted by many counselors because of the time requirements for its administration and scoring. The (DAT) Differential Aptitude Tests battery was selected. To appreciate why such a comparatively complex battery was chosen, it is necessary to see the plan the counselor devised to achieve many of the goals of counseling.

## INVOLVING PARENTS

The task of planning for the future, in the main, concerns the student directly but it is also of concern to the parents. Good counseling is rarely accomplished in a compartmentalized problem-solving experience. For all the counselor's devoted interest in the students, his interest is not nearly so great and important as that of most parents. How then bring the parents into the planning expected or required of the high school student?

Fortunately the school had two well organized parents' organizations - a Fathers' club and a Mothers' Guild. It was decided to focus attention on the fathers. The counselor spoke at one of the fathers' monthly meetings during which he outlined the proposed counseling plan. Points of emphasis included the necessity for decisions by the boys, the types of information needed for intelligent choice, the important role of the father in his son's planning for the future, the inability under existing conditions of the counseling service to supply the needed and helpful information, the willingness to work with the fathers to discover the abilities and aptitudes of their sons, the misplaced emphasis which suggests to the fathers that they have delegated to the school their responsibility in rearing their sons.

### THE PLAN

The precise plan was as follows. The D A T battery would be given to the boys who requested it of the Guidance Office. Tests

would be administered in two sessions in the evening when a number of volunteers from the Fathers' Club would be on hand to assist in the work. The counselor would administer all the tests. The fathers would be assembled in a near-by classroom waiting for the various test units to be completed. Another trained faculty member would be in charge of the fathers and would lead discussions centering on the problems of the high school boy. At the completion of each unit of the test battery, the completed tests would be sent to the fathers' room where all the work of scoring and profiling would be done. As each test unit reached the fathers, animated, interesting, and enlightening discussion would take place as the fathers shared common problems concerning a vital interest in their life—their sons. The significance of each ability test would be discussed.

This procedure enabled the counselor to have all tests scored and profiled within twenty minutes after the last test unit had been completed. As any counselor knows, this represents an invaluable saving of time. Forty students were tested in each of three groups. Each battery required two testing sessions. About fifteen fathers were present at each testing session.

The interest generated by such father-school cooperation was beyond the highest hopes of the counselor. The charging of a cost-covering fee had a beneficial effect on the seriousness manifested by both student and

parent. The number of requests to take the battery steadily mounted as the fathers began to spread the good word.

But how were the results interpreted to those concerned? At a pre-set date, father, mother, and student were invited to the school in the evening. Each family was given their son's profile sheet. With this before them, they listened to a general discussion of the significance, importance, and limitation of test results and of the conclusions that seemed warranted from the various profile patterns. An open question period followed. Then parents were free to discuss test results with the counselor in private. Surprisingly, the number who did so was small, though almost all of the parents expressed their pleasure, satisfaction, and appreciation of the total program. Perhaps with biased eye, the counselor saw a marked change of attitude on the part of the students in subsequent interviews.

The DAT battery was selected for two reasons. It supplied the kinds of information needed in decision making; it suited the testing plan by allowing the administration of one test while another was being scored and profiled. It ideally lent itself to making the fathers feel very much a part of the program. Many a mother began to wonder why the mothers' organization had been by-passed.

### RESULTS

The students expressed satisfaction with the program. They valued the interest of the father

and the mother and found the test results helpful in choosing courses. A clear indication of the utility and the response was the constant stream of requests to repeat the program.

As so often happens, the counselor was assigned to another city and this particular group guidance effort has not been repeated. But noting how one testing program aroused the interest and cooperation of parents and thereby rendered invaluable clerical assistance to the counselor may suggest new avenues for exploration by hard-pressed counselors. An estimate of the man-hours of work that would have been involved had one counselor undertaken this testing program is a strong argument in favor of "discovering" such paths to increased service by a counseling office.

### *Employment Exchange*

Joseph Potter

Fordham University,  
New York 58, N. Y.

1. Clinical Psychologist I & II — California.
2. Vocational Rehabilitation Counselor — California.
3. Psychologist — New York City.
4. Psychologist (Ph.D. not necessary) — Saratoga Springs, N. Y.
5. School Psychologist — West Orange, N. J.

# Guidance And A University Testing Service

John E. Riley, University of Dayton

From an idea conceived to assist the Deans of the various divisions at the University of Dayton, a program in guidance and testing has evolved far beyond the original purpose of its founders.

After World War II, the University of Dayton, like hundreds of other universities and colleges, faced the problem of selecting its returning veterans and of assisting them in their choice of courses in line with their interests, abilities, personality, and aptitudes. This problem was intensified by the fact that many of the returning servicemen had been away from academic life for five or more years. In the light of these facts, the Academic Council of the University asked that a Guidance Center be established to centralize testing and guidance procedures for its incoming students from the military service. The first year of its existence was spent, therefore, in working only with the returning veterans. The Administration soon realized the value of such a program and decided that all entering freshmen should be tested and counseled the following year.

The testing and counseling program for the University of Dayton students consists of interviewing each prospective student and getting from him a

full picture of his likes and dislikes, his plans and ambitions. If the counselor thinks a student is academically prepared to enter a particular program, a test battery consistent with his educational objectives is decided upon. After the tests have been administered, the significant scores are discussed and a college program consistent with the test results is planned. Copies of the test results are then channeled to the Dean of Admissions and to the other Deans. Refresher work is required of students who do not meet the minimum requirements in English and mathematics.

## FIELD TESTING SERVICE

Today, the largest branch of the Guidance Center is the Field Testing Service of the University of Dayton. This actually started as the result of the Guidance Center's testing of its own prospective students. The fact that so many entering students required refresher work was of concern to University authorities. Why were so many students having difficulty?

The Inspector General of the Society of Mary (Marianists), who was also deeply concerned with this matter, thought that possibly the answers could be found by investigating the test results of the students of several Marianist secondary schools which constituted a representative sample of entering fresh-

*The author is engaged in counseling and test administration.*

Autumn, 1959

man at the University of Dayton. It was with this purpose in mind that the Guidance Center first ventured from the campus into a local Marianist high school to test students.

Encouraged by the results at the local schools, the Inspector General of the Marianists requested further testing of his secondary schools in the area surrounding Dayton. It was becoming quite clear that many students, ill-prepared for academic work, were annually entering our university and countless other schools. Their poor performance was due not only to low native ability, but also to other factors as well. It was hoped that poor backgrounds in the basic skills were being discovered soon enough to correct them before the end of the secondary training.

High school principals were pleased with this "work-free" service administered by an unbiased outside agency. It was only a matter of time until all grades in the secondary school were integrated into the program. Inevitably, elementary school principals became interested in the testing program for their eighth grade students. Because high school principals requested mental ability and achievement scores of their applicants, many elementary principals decided to introduce a comparable testing program at their own level. This action, indeed, marked an era of progress for the parochial schools involved.

Classroom teachers, while at first somewhat apprehensive of

a testing program, soon became the program's staunchest advocates. Initially, many felt that the testing program was inaugurated to serve, more or less, as a means of assessing their teaching rather than as a barometer of the classroom activity of the students. This attitude soon disappeared after teacher-education programs were initiated. Many teachers found that these results helped them in planning classroom work. Actually, the strongest point in selling such a testing service to the individual homeroom teacher was the fact that the program required no extra work of him. The University of Dayton Guidance Center, in furnishing all personnel, all materials and supplies, (even including the scratch paper) was making a dreaded task of the past an experience worth undergoing.

### THE TEST BATTERY

While both principals and teachers were rapidly seeing the possibilities in such a testing service, they, of course, inquired about the types of tests available for their particular school. Since it seemed that a follow-up program would be advisable if the student was to profit fully from such a service, the main consideration given to the various tests available was, "Can a continuous picture of student growth be had with this instrument?" Continuity therefore requires that the test battery covers all twelve years of a student's schooling. Since the beginning of its Field Testing Service Program, the Guidance



Center has been using a test battery which provides a comparison of mental ability with achievement, for this, too, is important.

The test of mental ability predicts with reasonable reliability a student's scholastic potential. In addition to a verbal score, the best prediction of academic progress, it provides a non-verbal score which spots the student with verbal deficiency which may stem from inferior reading habits, a culturally impoverished home, or from a home where English is seldom spoken. Verbal deficiency calls for a good reading improvement program. The mental ability test also yields a total, and a grade-placement score which can be translated into a percentile rank and an I.Q. equivalent.

The achievement battery measures three major areas of learning—reading, mathematics, and English. These tests also yield grade-placement scores and percentiles. Students falling considerably below the fiftieth percentile in any of these areas are obviously in need of remedial help before they go on to more advanced work. Whenever possible, achievement tests should be administered annually.

In general, it is desirable that a student's achievement percentile rank either equal or exceed his mental ability percentile rank. The basis for this rule is that mental ability is, to a great extent, innate, and therefore, cannot be much improved by education. Achievement, on

the other hand, is learned and is strictly a function of the student's school experiences. Consequently, the more the student can be induced to function at or beyond his measured level of ability, the better job the school is doing.

In addition to these tests, which in most elementary schools constitute a complete battery, the Guidance Center frequently administers other tests and interest inventories to secondary students during their sophomore and senior years.

### ADMINISTERING THE TESTS

The tests are administered to an entire school in one day through the school's public address system. After having been briefed, the homeroom teacher proctors his class and passes out the needed materials, but it is the examiner in the office who conducts the actual testing program. Each test begins with a sample question or problem which is explained by the examiner over the public address system. The proctor assists the students on this sample item only.

Immediately after the testing program has been completed, the tests are sent to the Scoring Section of the Guidance Center. Electronic machines provide raw scores which are punched on an I.B.M. information card which each student has filled out before the testing session. The data on the I.B.M. card is fed into a large computer housing all possible raw scores, grade placements and percentile

ranks. When the raw scores are aligned with the proper grade placement and percentile rank, the computer prints the correct answer on other cards and the student profile sheet is drawn up from this information.

The school, thus, is furnished with individual profile charts which are of countless value to the school administrator in drawing up class schedules and to the home room instructor in dealing with the individual problems and weaknesses of the students. The teacher finds remedial work much more concrete and practical when he has a definite starting point provided by the grade-placement score.

Each school tested by the Guidance Center is provided

with a full statistical report of its test results which are compared with national norms. A longitudinal study compares a group's year-to-year results. A comparison between classes within a school is also provided. Recommendations are offered to assist the faculty in bettering the school's program.

The Guidance Center today tests in excess of 125,000 students in over 150 elementary and secondary Catholic schools in 16 states. Such a testing service has an unlimited future. That it will grow in scope and magnitude is certain. It is the earnest hope of the Center's founders that they have contributed somewhat to the development of a new era in testing and guidance.

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#### ST. FRANCIS GUIDANCE CLINIC

"Guidance in the Catholic Secondary Schools" was the theme of the Guidance Clinic held at St. Francis College, Brooklyn, May 7, 1959. Some of the participants included: (left to right) - Reverend Brother Blaise, O.S.F., Chairman of the Rockville Centre Catholic Guidance Council; Reverend Brother Ralph, C.S.C., Guidance Di-



rector of Holy Cross High School, Flushing, N. Y.; Rev. Sister Jeanne Dolores, O.P., Guidance Director, Queen of the Rosary Academy, Amityville; Rev. Robert J. Haskins, S.J., Guidance Director of Brooklyn Preparatory School; Reverend Sister Martina Marie, S.C.H., Guidance Counselor, Seton Hall H.S., Patchogue, L.I., and Reverend Brother Felician, O.S.F., Chairman of the Brooklyn Catholic Guidance Council. Father Haskins and Sister Martina Marie were discussants on the paper presented on "The Emotional Guidance of the Catholic Adolescent." Sister Jeanne Dolores and Brother Ralph were discussants on the paper presented on "Occupational Guidance in the Catholic High School."



# A KUDER-D KEY FOR YOUNG MALE RELIGIOUS TEACHERS

Michael Joseph, East Lansing, Michigan

"Did anyone...ever succeed who did not love his work better than anything else? Especially when everything is so intricate and apprenticeship so long as it is today, he who does not so love his work that it becomes play, so that he turns to it rather than anything else, cannot win the prizes of our day...I think that the greatest good fortune that can befall a man is to be able to make as his vocation what he loves to do during his vacation...If there is something you prefer to do to above anything else, that way lies your calling." (G. S. Hall, *Educational Problems*, vol. 1., 288)

Interest, a factor of personality, is often a subtle and evasive element to measure empirically. E. K. Strong in the chapter on "The Nature of Interests" from his monumental work, *Vocational Interests of Men and Women*, states that "experimentally, an interest is a response of liking." The response is made to a stimulus which may be a school subject, a hobby, a physical characteristic of a person, a magazine, an author, an occupation. Even a cursory study of the *Strong Vocational Interest Blank* is sufficient to disclose this method of measuring interest.

Mr. Joseph, now pursuing doctoral work at Michigan State University, developed a Teaching Brothers' scale for the KUDER PREFERENCE RECORD while on the counseling staff of St. Mary's College, Winona, Minn.

When Science Research Associates first published Kuder's new *Preference Record-Occupational-Form D*, the author of this article became interested in developing a key which would possibly highlight the specific interest patterns of young Christians Brothers. Kuder's record was chosen instead of Strong's blank for several reasons. The great popularity of the *Kuder Preference Record-Vocational* would certainly influence school counselors to use the new *Form D*. Ease of scoring, even scoring by the student himself, is also a valuable feature. To develop a specific occupational key is, at best, a rather tedious task. SRA has provided a thorough handbook for those who wish to do research in the area of interest measurement. Using this manual, the Counseling Bureau of St. Mary's College has produced a key which consists of items chosen at better than the one percent level of confidence.

## A STUDENT BROTHER INTEREST KEY

This scale, which is called "Student Brother", was derived by administering the *Kuder-Occupational* to a group of 130 Brothers. The ages of the Brothers in this group ranged from 19-24 years. The majority (90) were college students, while the remainder were young

men who had been teaching in mid-western high schools for one, two or three years, and who were attending summer school at St. Mary's College in 1957. One hundred of the resulting answer sheets were chosen at random to comprise the occupational group. The thirty remaining, plus twenty selected randomly from the above group of one hundred, were used to establish cross-validation data.

Responses made by the occupational group to the one hundred triads in the *Record* were compared to the responses given by the SRA norm group of 1,000 men selected from 138 cities and towns chosen to represent all sizes and all sections of the country. This group is described in detail on page ten of the *Research Handbook*. Responses were of the Kuder forced-choice type: the testee records a *most* choice for the item in the triad he "likes most"; and a *least* for one of the remaining two which he "likes least." Each *most* response and each *least* response was tallied. The percentage of the Brothers who responded *most* or *least* to each of the items was then determined, and these percentages were compared to the percentages of the norm group who responded in like manner to the items. The differences between these percentages were determined by using a nomograph which records directly the difference between inverse arc sine transformations of two percentages. The nomograph was adapted, with permission, from J. Zu-

bin's "Nomographs for Determining the Significance of the Differences between the Frequencies of Events in Two Contrasted Series or Groups," and Zubin's "Note on Transformation Function for Proportions and Percentages." Only items which were significant at the one per cent level of confidence were retained. As a result of this sifting of items, a key consisting of 218 responses was derived. In order to obtain a shorter, and more discriminating scale, only the 108 items showing the highest differences were retained.

The items retained are reproduced in Figure 1. Identification of the item can be made by consulting the *Kuder Preference Record-Occupational - Form D* published by Science Research Associates. In order to make a scoring key, use one of the answer sheets designed for *Kuder D*, and punch out the pertinent responses. (See Figure 1)

#### CROSS VALIDATION OF THE KEY

After the final key had been adopted, it was used to score the 50 answer sheets of the cross-validation group. It was assumed that the homogeneity of the standardization group (all males between the ages of 19-24, with the same novitiate and college training, and doing similar work in high schools conducted by the Institute) would permit identification of pertinent interests even when an initial group of only 100 was used to determine the key, and 50 used in the cross-validation

Figure 1

STUDENT NUMBER

Raw Score 27- 28 29 30 31 32 33 34 35 36 37 38 39 40+

OR -- -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8 +9 +10 ++

A plus (+) IR indicates a pattern similar to those of this group. A negative (-) IR indicates a pattern dissimilar to those of this group. The larger the IR, the stronger the tendency in the indicated direction.

KUDER PREFERENCE RECORD Occupational Form D

-347 PERM L.S. 1000 © 1954

Form D	Occupational	IR
U	U	U
V	V	V
W	W	W
X	X	X
Y	Y	Y
Z	Z	Z
a	a	a
b	b	b
c	c	c
d	d	d
e	e	e
f	f	f
g	g	g
h	h	h
i	i	i
j	j	j
k	k	k
l	l	l
m	m	m
n	n	n
o	o	o
p	p	p
q	q	q
r	r	r
s	s	s
t	t	t
u	u	u
v	v	v
w	w	w
x	x	x
y	y	y
z	z	z
aa	aa	aa
ab	ab	ab
ac	ac	ac
ad	ad	ad
ae	ae	ae
af	af	af
ag	ag	ag
ah	ah	ah
ai	ai	ai
aj	aj	aj
ak	ak	ak
al	al	al
am	am	am
an	an	an
ao	ao	ao
ap	ap	ap
aq	aq	aq
ar	ar	ar
as	as	as
at	at	at
au	au	au
av	av	av
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br	br	br
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bz	bz	bz
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cd	cd	cd
ce	ce	ce
cf	cf	cf
cg	cg	cg
ch	ch	ch
ci	ci	ci
cj	cj	cj
ck	ck	ck
cl	cl	cl
cm	cm	cm
cn	cn	cn
co	co	co
cp	cp	cp
cq	cq	cq
cr	cr	cr
cs	cs	cs
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cv	cv	cv
cw	cw	cw
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dr	dr	dr
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dx	dx	dx
dy	dy	dy
dz	dz	dz
ea	ea	ea
eb	eb	eb
ec	ec	ec
ed	ed	ed
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eh	eh	eh
ei	ei	ei
ej	ej	ej
ek	ek	ek
el	el	el
em	em	em
en	en	en
eo	eo	eo
ep	ep	ep
eq	eq	eq
er	er	er
es	es	es
et	et	et
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ev	ev	ev
ew	ew	ew
ex	ex	ex
ey	ey	ey
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gv	gv	gv
gw	gw	gw
gx	gx	gx
gy	gy	gy
gz	gz	gz
ha	ha	ha
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hr	hr	hr
hs	hs	hs
ht	ht	ht
hu	hu	hu
hv	hv	hv
hw	hw	hw
hx	hx	hx
hy	hy	hy
hz	hz	hz
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ic	ic	ic
id	id	id
ie	ie	ie
if	if	if
ig	ig	ig
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ij	ij	ij
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il	il	il
im	im	im
in	in	in
io	io	io
ip	ip	ip
iq	iq	iq
ir	ir	ir
is	is	is
it	it	it
iu	iu	iu
iv	iv	iv
iw	iw	iw
ix	ix	ix
iy	iy	iy
iz	iz	iz
ja	ja	ja
jb	jb	jb
jc	jc	jc
jd	jd	jd
je	je	je
jf	jf	jf
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ju	ju	ju
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jx	jx	jx
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mz	mz	mz
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no	no	no
np	np	np
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nr	nr	nr
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oo	oo	oo
op	op	op
oq	oq	oq
or	or	or
os	os	os
ot	ot	ot
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sa	sa	sa
sb	sb	sb
sc	sc	sc
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se	se	se
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si	si	si
sj	sj	sj
sk	sk	sk
sl	sl	sl
sm	sm	sm
sn	sn	sn
so	so	so
sp	sp	sp
sq	sq	sq
sr	sr	sr
ss	ss	ss
st	st	st
su	su	su
sv	sv	sv
sw	sw	sw
sx	sx	sx
sy	sy	sy
sz	sz	sz
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tc	tc	tc
td	td	td
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tj	tj	tj
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ts	ts	ts
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group. Results of this scoring are given in Table 1.

The key was also used to score a group of 50 St. Mary's College freshmen (tested in May, 1958). Percentage of overlap was determined by dividing the differences between the mean of the 100 student Broth-

As a final check the key was used to score 100 answer sheets obtained from the Test Division of SRA. These answer sheets were selected from the cross-validation group comparable to the norm group used by SRA in determining their existing keys

TABLE 1

Mean of the Student Brother Occupational group on the key. (N = 100)	42.31
Standard Deviation	6.20
Percentage of everlapping between the Student Brother Occupational group and the SRA group. (N = 150)	15%
Mean of the Student Brother Cross-Validation group on the key. (N = 50)	42.30
Standard Deviation	6.52
Mean of the St. Mary's College freshmen on the key. (N = 50)	31.80
Standard Deviation	6.36
Percentage of overlapping between the Student Brother scores and the college freshmen scores	41%
Mean of the 100 selected from the SRA Cross-Validation group on the key.	23.99
Standard Deviation	6.48
Percentage of overlapping between the Student Brother Cross-Validation group scores and the SRA group.	16%

ers and the mean of this group of St. Mary's freshmen, by the sum of their standard deviations. From a table provided on page 43 of the *Research Handbook* the percentage of overlapping of scores was determined. The results are indicated in Table 1.

for *Kuder D*. The results of this step are also given in Table 1. It is of interest to note the considerable difference existing between the means of the four groups. The Student Brother key (Figure 1) contains 108 scorable responses. The range

of scores for the group of 100 Brothers was 57 to 26; for the St. Mary's freshmen, 45 to 22; and for the SRA group, 41 to 10. Even though the mean of the college freshmen group comes close to that of the Brothers, the overlapping of scores in the two groups is only 41%. This similarity between the two groups is probably due

to the fact that 90 Brothers in the sample of 130 were students at St. Mary's at testing time and shared the same educational and cultural environment as the freshmen. The remaining 40 Brothers had also recently matriculated at the same college. The fact that the SRA group had only 16 scores (16% overlapping) which were as high as

TABLE 2

Item	Page-Item #	Percentage of Student Brothers who answered in fashion indicated (M = liked most) (L = liked least)	Percentage of SRA norm group who so answered
Have good health	1-N	41% M	85%
Interview the author of a best selling book	2-R	35% M	8%
Read a book to someone else	3-e	16% M	3%
Have a workbench and tools	3-C	41% M	70%
Read about social customs in different countries	5-q	39% M	62%
Read lessons to a blind student	5-G	54% M	21%
Take care of sick people	5-T	57% M	19%
Raise chickens	6-p	24% M	50%
Always have enough to live comfortably	6-F	14% M	50%
Have people on the street notice you because you are good looking	6-K	53% M	22%
Earn part of your college expenses by taking care of children evenings	7-j	42% M	6%
Read whatever appeals to you	8-M	28% M	59%
Go to the movies	8-b	57% M	34%
Teach very bright children	9-C	37% L	64%
Make a study of mental ills	9-J	61% M	30%
Go fishing	10-W	23% M	45%
Be lazy	10-e	43% M	86%

the occupational group attests to the keen discriminating power of the key. Since the key is to be used with persons who resemble the SRA group rather than the St. Mary's freshmen group, it may provide some valid information for the counselor.

The significance of raw scores obtained with a *Kuder-D* key depends on the degree of confidence with which a person may be classified in one of two groups (in this case: Student Brother vs. non-Student Brother). Kuder prefers to use what he calls the "differentiation ratio." This concept is explained in both the *Manual* and *Research Handbook* which accompany the *Record*. A "differentiation ratio" of +3, for example, is to be interpreted as "the probability of belonging to the occupational group named on the key is 75 out of 100"; while for a ratio of -3 the probability is reduced to 25 out of 100. The raw scores for this key, together with their "differentiation ratios," can be found in Figure 1.

### CONCLUSION

This key is presently being used as part of the testing pro-

gram for applicants to the Novitiate of the St. Louis Province of the Christian Brothers. The results obtained are to be interpreted, of course, within the recognized limits of all such personality techniques. Candidate admission or rejection based solely on an Interest Record would certainly be overemphasizing the value of that instrument. On the other hand, the availability of an objective expression of interest can prove a helpful bit of information to the counselor.

It would prove interesting to discover certain trends in the selections and rejections made by the Student Brothers. This could be done by studying the responses to the 108 items indicated in Figure 1. However, in conclusion, a brief survey of some of the more interesting and significant differences in preferences which were found to exist between the Student Brothers and the SRA norm group are presented in Table 2. Of course, to appreciate the true meaning of each choice, one should consider it in relation to the other two items in the triad.

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# Motivation and Scholastic Success

Paul Centi, Fordham University, New York, N. Y.

Psychologists and educators have long been interested in the problem of predicting success in college. This interest has been sustained by the realization that some means must be found to enable colleges to determine with some degree of accuracy how students will achieve in a particular program of study. Investigators have attempted to identify the factors influencing student achievement at a particular educational level at a particular time, and the factors which differentiate between students who receive low or failing grades. Among the factors which have been considered in these types of investigations are the following: high school grades and rank; scores on intelligence, reading, or achievement tests; and such non-intellective factors as study skills, degree of adjustment, and family background. In recent years, counselors and psy-

chologists have been studying the effect of the more intangible factors on achievement. The following study was initiated to investigate the effect of one such intangible: the motivation of the student.

## PROBLEM

The purpose of this investigation was to determine the differences between highest and lowest ranking students in the day session of the School of Education of a large urban university with respect to their reasons: (1) for attending college, (2) for coming to the college in which they were enrolled, and (3) for choosing their academic areas of concentration in college.

## SUBJECTS

The subjects participating in this investigation were sixty-four full-time students enrolled during the 1955-56 school year. Thirty-two students, eight from each college class, comprised the group of highest ranking students; and thirty-two subjects, eight from each class, comprised the group of lowest ranking students. The highest ranking and lowest ranking students were chosen on the basis of the first semester grade-point averages. Highest and lowest ranking subjects were chosen randomly from the ten highest ranking and ten lowest students in each class.

*"A comparative study of the motivation of highest ranking and lowest ranking students enrolled in the day session of the school of education on a large urban university", one part of a more extensive investigation, was completed under the mentorship of Dr. James J. Cribbin as part of the requirements for the Ph.D. degree in the division of Educational Psychology, Measurement, and Guidance at the School of Education, Fordham University.*



## METHOD

The data were collected by means of a questionnaire. The chi-square technique was utilized in determining the significance of the differences noted. The .01 level of confidence was accepted as the criterion of significance.

## SUMMARY OF RESULTS

*Motives for coming to college.* Each subject was asked to indicate his motives for coming to college. All the motives listed were classified under three headings: (1) Motives related to the vocational goal, (2) Motives related to self-improvement, and (3) Other motives. Included under the heading "Other Motives" were those which were altruistic and those which indicated a desire for the social life provided by the college. Examples of these three classified motives can be found in the following free responses of some students:

To achieve my goal of becoming a Chemistry teacher. (1)

To better myself educationally and thus to become a more rounded individual. (2)

To increase my knowledge and also to get a good job when I graduate. (2,1)

It was the wish of my family. (3)

An inspection of these data indicated that both highest ranking and lowest ranking groups listed twenty-three motives which were related to the vocational goals of the subject. Highest ranking students, however, gave eighteen motives and lowest ranking students gave

only seven motives which indicated a desire for self improvement. Highest ranking and lowest ranking students listed, respectively, twelve and five motives which were classified under "other motives."

The chi-square which resulted from the differences tested for significance was 4.24, which was not significant at the .01 level or the .05 level of confidence. Consequently, the relationship between level of achievement and reasons for coming to college was not considered statistically significant.

*Motives for attending a particular college.* The subjects were asked to indicate their motives for coming to the college which they were attending. In order to make possible an analysis of the data, the reasons given by the subjects were classified under four headings: (1) Motives indicating a consideration of the academic standard of the institution or the success of its graduates; (2) Motives indicating a consideration of the religious affiliation of the institution; (3) Motives indicating a consideration of aspects of the institution other than (1) and (2); and (4) Motives indicating the influence of people. In the third classification were placed motives which indicated a consideration of the facts that the institution was near the subject's home, that the institution was co-educational, that a scholarship was granted, and the like.

Some of the classified responses were:

I wanted a Catholic universi-



ty which was not too far from home and which was co-educational. (2,3)

Because it is conveniently located and a Catholic college which has a high scholastic standing. (3,2,1)

It was recommended to me by my high school teachers. (4)

Although I had applied to several schools, I was awarded a scholarship to this school, a scholarship which gave me more benefits than any other which was offered me. (3)

Examination of the data revealed that highest ranking students gave more responses to each of the first three classifications. Highest ranking students gave fourteen reasons and lowest ranking students gave nine reasons which indicated a consideration of the academic standard of the college or the success of its graduates. Highest ranking and lowest ranking students listed, respectively, eighteen reasons and fifteen reasons which indicated a consideration of the religious affiliation of the institution. Twenty-one motives indicating the consideration of aspects of the college other than academic standard, success of graduates, or religious affiliation were given by the highest ranking students. Lowest ranking students gave seventeen similar reasons. Finally, eight reasons indicating the influence of people were listed by students in each of the groups compared.

The chi-square which resulted when the differences were tested for significance was .47, which was not significant at the .01 or the .05 level of confi-

dence. Since the difference between groups was not significant at the .01 level, it was concluded that the observed differences between the highest and lowest ranking students in this investigation were chance differences which could reasonably be attributed to fluctuation in random sampling.

*Motives for choosing the college major.* Each of the subjects was asked to report his reasons for choosing his college major or concentration. The reasons given by the subjects were classified under three headings: (1) Motives related to the vocational goal, (2) Motives related to interest in an academic subject, (3) "Other motives." Motives which indicated self-interest or a desire for self-improvement were included under "Other motives."

The following are some of the classified responses to this question:

I like small children; my mother teaches them and I have seen how the classes are handled. I think that I will be happy teaching them. (1)

English appeals to me very much. I can read for hours at a time and never tire of it. (2)

Because I was advised that a concentration in Social Studies would help me in my graduate work. (3)

Examination of these data revealed that highest ranking students listed eleven motives and lowest ranking students listed sixteen motives which were related to the vocational goals. Highest ranking students listed eighteen motives and lowest ranking students listed nine mo-

tives which were related to interest in an academic subject. The highest ranking subjects and the lowest ranking subjects gave respectively, six reasons and four reasons which were classified under (3).

When the test of significance was applied to these data, the chi-square which resulted was 3.80, which was not significant at either the .01 or the .05 level of confidence. The level of achievement of the subjects in this investigation and their motives for choosing the college majors or concentrations were, therefore, considered to be essentially unrelated and independent.

### CONCLUSIONS

The results of the present study seem to indicate that with respect to the students and the school under investigation, no significant statistical differences existed between highest and lowest ranking students in their reasons for going to college, their reasons for choosing the college which they were attending, and their reasons for choosing their college major or concentration.

It must be remembered, however, that the subjects of the present investigation were enrolled in a School of Education. As such they probably shared similar vocational objectives more so than students enrolled in a liberal arts college. Furthermore, the factors under investigation by no means exhaust the motivational factors that possibly influence academic performance. Finally, although no single factor in the present study was found to be related to academic performance, it is possible that the level achieved by college students may be due to a complex of many factors working together and that these factors may or may not be limited to those of the present investigation.

The results of the present investigation, however, do lend support to the belief that college students base their choice of colleges and academic concentration on a wide variety of motives, some of which seem unrelated to academic excellence. More and better counseling could and should be provided in these areas.

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# GUIDANCE NEWS and NOTES

Philip D. Crisantiello, St. Peter's College, Jersey City, N. J.

## SCANNING PUBLICATIONS

There are two new texts which will be of interest to anyone who is concerned with counseling college students. They are, *Psychological Problems of College Men*, edited by Bryant M. Wedge (Yale U. Press, 1958), and *The College Influence on Student Character*, by Edward D. Eddy, Jr. (American Council on Education, 1959).

In the August issue of the *American Sociological Review* an article entitled "Factors in the Relationship between Social Status and Personality Adjustment of the Child" presents findings which are at variance with current notions to the effect that middle-class children are more anxious than lower-class children. Counselors concerned with keeping up with developments in allied professional fields will find *Talcot Parson's* paper on Sociology in the same August issue worth reading.

The April 1959 issue of *Today's Health* magazine (an A.M.A. publication) contains an article on the non-intellectual factors associated with college dropouts entitled "Why They Quit College".

Dr. Paul Centi and Dr. Paul Doyle, both of Fordham University, have just co-authored a two volume workbook on *Basic College Skills*, published by Rhinehart, N. Y.

## PARENTS AND COLLEGE GUIDANCE

Dr. Lawrence R. Malnig, Guidance Director at Saint Peter's College, is planning to offer a course specifically designed for the parents of freshmen. It is entitled "Your Son, College, and You". The purpose of the course is to help parents anticipate their son's needs for guidance and self-reliance during the college years.

## A.E.C. AIDS TO COLLEGES

The U. S. Atomic Energy Commission has published a pamphlet on its educational assistance activities. It includes information on A.E.C. grants to universities and colleges for purchasing nuclear equipment, A.E.C. fellowships, and summer institutes. A copy may be obtained from the Education & Training Branch, Division of Reactor Development, U.S.A.E.C., Washington 25, D.C.

## SCIENCE FOUNDATION SOLICITS PROPOSALS

Universities, colleges, and non-profit research educational institutions have been invited by the National Science Foundation to submit proposals for summer (1960) and academic year (1960-61) study-training-research projects designed to provide educational opportunities for science-minded secondary-school students, college undergraduates, and teachers. Interested parties may obtain suggestions for the preparation of proposals from the Special Projects in Science Education Section, Scientific Personnel and Education Division, N.S.F., Washington 25, D. C.

## PEOPLE IN THE NEWS

Early in September *Time* magazine reported on the A.P.A. symposium on "The Role of the Concept of Sin in Psychotherapy". One of the participants quoted was *Rev. Charles A. Curran* of Loyola University. Catholics will be particularly interested in the remarks of *Dr. O. Hobart Mowrer* on the constructive features of the concept of sin.

The recent elections of A.C.P.A. named *Dr. William C. Cottle* of the University of Kansas as President-elect, *Dr. Virginia Staudt* to the Board of Directors; and *Dr. Paul Centi* as Treasurer.

*Sister Mary Berchmans, R.D.C.*, of Good Counsel College, White Plains, N. Y., was elected Chairman of the Metropolitan Catholic College Roundtable. . . . On a busy lecture tour this summer were *Brother J. M. Egan, F.S.C.H.* who spoke in Washington, Pennsylvania, Colorado and Minnesota, and *Brother Philip Harris, O.S.F.*, who spoke to public and Catholic school teachers throughout the midwest. . . . *Dr. William P. Angers* has joined the Office of Psychological Services at Fordham as staff psychologist. . . . *Rev. A. Grady, S. J.* participated in a workshop on Pastoral Care and Psychotherapy held at the Institute for Mental Health, St. John's University, Collegeville, Minnesota. . . . *Brother Marion F. Belka, S.M.*, has been named Chairman of the Education Department and Dean of the Division of Teacher Education at St. Mary's University, San Antonio, Texas.

From October 2 to 4, *Father William McMahon, Brother John Egan, F.S.C.H.*, and *Brother Lawrence Joseph, F.M.S.*, attended the Guidance Workshop of the N. Y. S. Association of Deans and Guidance Personnel at Arden House.

On October 12 and 13, *Brother Lawrence Joseph, F.M.S.*, directed a Group Guidance Workshop at the Teachers Institute, Diocese of Charlestown, S. C.

On October 17 and 18 the American Academy of Psychotherapists held its fourth annual conference at the Hotel Barbizon-Plaza in New York. The topic of the meeting was "Divergencies and Agreements in Methodologies of Psychotherapy". *Dr. Carl Rogers* was one of the participants.

#### AT THE A.P.A. CONVENTION

*Dr. John F. McGowan, Dr. William C. Cottle* and *Rev. Charles A. Curran* participated in a symposium on values in counseling. . . . *Rev. John A. Gasson, Dr. Magda B. Arnold, Dr. L. A. McCandlish*, and *Sister Mary Innocentia* contributed to a symposium on the prediction of success and failure with the T.A.T. . . . *Rev. William C. Bier, S.J.* served as chairman of the A.P.A. Committee on Relations between Psychology and Religion.

The American Catholic Psychological Association, meeting at the same time as the A.P.A., held a symposium on Marriage Counseling at Xavier University. *Dr. Raymond J. McCall* served as chairman. Participants included *Dr. A. Schneiders, Dr. William Reevy*, and *Rev. John W. Stafford*.

#### HELP UNDER THE NATIONAL DEFENSE ACT

*Rev. L. J. Saalfeld*, Guidance Director of Central Catholic High, Portland, Oregon, reports an interesting testing program made possible under the National Defense Education Act: "The entire freshmen and sophomore classes at Central Catholic were tested in May, 1959. The freshmen were given the California Achievement test battery. The tests were scored by the Cooperative Testing Service at the University of Oregon and the results returned to Central Catholic in June for use in identifying the "abler students" and also for programming students for the forthcoming year. Further studies and comparisons of these scores with other test data will be made by the guidance committee during this school year. There was no charge for the testing, and the assistance of the State Education Department was both ready and helpful. Notice of the availability of the test service was received early in May and the test booklets were supplied promptly upon request."

Father Saalfeld is the new President of the Oregon Personnel and Guidance Association and the author of two books published by the Loyola University Press: *Guidance and Counseling for Catholic Schools*, and *Group Guidance Units for Catholic Schools*.



Daniel C. Sullivan, St. John's University

## OCCUPATIONAL INFORMATION

by

Max F. Baer and Edward C. Roeber  
Second Edition. Science Research  
Associates, Chicago, 1958. 495 pp.

A very nearly overdue revision of the 1951 volume, *Occupational Information* resumes its indispensable place on the counselor's bookshelf.

Baer and Roeber have begun to overcome a weakness in the first volume, which was somewhat lacking in sufficient insight into the psychological implication of occupational information in the counseling process. A new chapter in the revision, *Career Planning and Development*, is a step in the right direction, but the treatment is still too brief, as the rather skimpy bibliography at the end of that chapter reflects.

The authors have very justly pointed out the value of their book as a handbook for the counselor. Some of the areas of information which justify this claim are: a brief overall view of the industrial and occupational structure of the nation; types of occupational information; characteristics for the appraisal of occupational literature; a good bibliography of sources of occupational information; and one of the finest

bibliographies of training and educational facilities that exist.

That the text has been brought completely up to date is reflected by discussion of such topics as the use of sound and film recordings and television in group work, and reference to very recent statistical data in the earlier chapters.

There is sufficient attention devoted to the theoretical treatment of the nature, characteristics, types, and use of occupational information to make it a very satisfactory text in a graduate course. A logical and useful discussion of the occupations curriculum contributes to counselor competence in an area which only recently has begun to receive much publicity.

John J. Prior  
St. John's University

## SOCIOMETRY IN THE CLASSROOM

by

Norman E. Grunland, Harper and  
Bros., New York, 1959.

Norman Grunland's "Sociometry in the Classroom" has for its chosen reading public classroom teachers. He has been eminently successful in his attempt to keep to a "how-to-do-it" vein. Still, his collection of typical sociometric patterns from nursery to college levels, and the complete up-to-date references at the end of chapters should make this book very acceptable to other school personnel, such as, those in guidance and psychology.

After a brief review of the history of sociometric techniques and the terminology peculiar



to it, the author comes immediately to the practical aspects of the sociometric approach. Part I of the text covers Methods and Techniques of sociometric testing. Included herein are procedures for constructing, administering, analyzing, and presenting sociometric data. Moving at an easy pace, the text is close to a do-it-yourself manual. Suggestions are given for translating the data to graphic form, the sociogram, and to cumulative record form for filing. In a mere one hundred pages the author dispels the mystery which some minds associate with sociometric techniques. Meanwhile, the author keeps constantly before his reader the limitations of sociometric techniques, and the cautions necessarily observed if faulty interpretations are to be avoided.

The second section of Grunlund's book will please those wishing to probe psychometric technicalities. The author offers an extensive treatment of the reliability and validity of the sociometric technique. Validity is discussed in terms of research done on the relationships between sociometric technique data and observations of behavior at different school levels; teacher judgments; adult and peer ratings; and various measures of social and personal adjustment. The many factors, personal and social, which can influence sociometric data make up a third chapter in this more technical section. The review of studies and bibliographies bring together material nowhere else so conveniently reached.

The final section of this well-

organized text contains suggestions for applying sociometric results to educational problems. The range of application should please most everyone in the school setting. Topics, such as: how to assist the "isolates" and "neglectees", how to identify potential pupil leaders, discipline problems, drop-outs, special classroom and schoolwide techniques for organizing sociometric techniques are among those considered.

The author took as his goal to write a text for teachers, as well as students of psychology, sociology, and social psychology. This reviewer is convinced that the author has successfully achieved his goal.

Rev. John B. Murray, C.M.  
St. John's University, N. Y.

### A HANDBOOK ON MENTAL ILLNESS FOR THE CATHOLIC LAYMAN

by

Daniel J. Shea, Ph.D., Vantage Press,  
New York, 1958. 105 pp. \$2.95.

"Layman" in this title refers to anyone who does not have formal training in psychology and mental hygiene. Written in simple and concise style, it is a handy reference for the teacher-counselor or Catholic parent. Dr. Shea is Secretary of the New York State Department of Mental Hygiene and a lecturer at St. Rose College and Siena College in Albany.

The Handbook describes such important topics as the differences between functional and organic mental disorders, psychoneuroses and psychoses, and



the prevention and cure of mental difficulties. By using statistics obtained from New York State mental hospitals, he has succinctly pointed up such trends as the rise of schizophrenia and the decrease in manic-depressive cases. He offers some excellent general and specific suggestions to ward off serious emotional disturbances, especially in the adolescent period. This book should dispel the false notion that the Catholic Church is opposed to psychiatry and psychoanalysis, as well as the idea that mental illness is a punishment for sin. When a counselor decides that a student should be referred to a clinical psychologist or psychiatrist, he will find this volume helpful in overcoming any parental opposition to the referral.

Brother Philip Harris, O.S.F.  
St. Francis College, Brooklyn

## HOW TO UNDERSTAND AND TEACH TEEN-AGERS

by

John M. Gran, T.S. Denison and Co.,  
Minneapolis, Minn., 1958. 229 pp.,  
\$3.95.

Mr. Gran has an interesting history as classroom teacher, principal, and assistant superintendent of public schools in St. Paul, Minnesota. He is also professor of education at St. Paul Seminary where since 1947 he has been teaching seminarians how to understand and influence the public school boys and girls whom they instruct in released-time classes in religion. This book is based on the author's lecture notes.

In the Foreword the author emphasizes his practical objective of trying to be helpful to parents and teachers. For this reason the book abounds in narratives, episodes, anecdotes and other illustrative material drawn from actual experience. He admits that "no attempt is made to be profound or exhaustive in the treatment of topics." Accepted on these premises, *How To Understand and Teach Teen-agers* can be said to be delightful reading. Veteran teachers will be prodded to re-examine the extent to which they are consciously aware of the dynamics of adolescence and the extent to which they individualize instruction. Beginning teachers can find many practical tips on classroom procedure.

Unfortunately none of the topics are covered thoroughly enough to recommend this book as a basic source of information on either the adolescent or classroom methodology. In his effort to stress the importance of sympathetic understanding of individuals, the author resorts to lengthy narratives that border on the sentimental. Mr. Gran's theme may be found in his estimate of the ideal teacher who "knows his subject and likes his subject, but he knows and likes his pupils better." Why *better*? This seems to veil a fear that has plagued American educational theory for too long, namely, that somehow a teacher who is a top flight scholar generally has difficulty understanding his pupils.

Brother Adelbert James, F.S.C.  
Manhattan College, New York

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## SOCIAL PSYCHOLOGY

by

JACK H. CURTIS

CANISIUS COLLEGE, NEW YORK

A text primarily intended for college courses in social psychology as offered in either sociology or psychology departments, as well as in schools of education and social work.

The author describes his approach as "interactionist". The text develops its emphasis upon the interacting individual first under the concept of "personality" in terms of learning, motivation, life experiences in age groups, and in culture. Then the interacting individual is studied under the broader aspects of the organizations in which he participates.

Small groups, collective behavior, and social structure are then examined under the aspect of the psychological processes which occur within them. The author anchors the scientific material of social psychology to the Christian philosophical concept of man. *His chapter on "Philosophical Forerunners" has been particularly praised by reviewers, both sociologists and psychologists.*

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## Profiles of Catholics In Guidance

Vincent M. Murphy, Canisius College, Buffalo, N. Y.



EDWARD V. DAUBNER

A man's philosophic commitments are not merely the content of a discrete field of his awareness. They are not a group of fuzzy attitudes toward the world he lives in, nor are they a litany of arguments or syllogisms to be dragged out when he seeks to strike an intellectual pose. Rather a philosophy is an informing influence on the individual's life serving as a well-spring of his ideals and values. In this regard, Edward V. Daubner's masters' degree in Philosophy is perhaps the most significant element in his background.

Ed Daubner is the man to whom Loyola College of Balti-

more entrusts its guidance function. For almost ten years, a member of Loyola's Education Faculty, his teaching career at Loyola and during the years preceding it, reflects his association with his Fordham philosophy teachers like Doctors Salmon and Pegis, and the late Doctor Ryan. In a manner of speaking, his life has been dedicated to the Christian educational ideal of the development of the whole man. Whether as a camp director, high school athletic coach, teacher, counselor, or dean, Ed Daubner's efforts have been characterized by a directness of purpose which stems from his personal ordination of means to goal. His direct contact, counsel, and assistance has benefited countless young people in New York, New Jersey, and Maryland. It is difficult to estimate how many others have been touched indirectly by his influence through the organizations to which he has devoted so much energy. Noteworthy is his role in the founding of *The Catholic Counselor* on whose editorial board he serves, his contributions to the establishment of Baltimore's Catholic Guidance Council, and his efforts in the organization of the Association of Catholics in the American Personnel and Guidance Association. The nature of his contribution to this last group can be observed in the tasks he has undertaken

since its founding in 1955 at the Chicago convention. That year, he was a member of the steering committee. In 1957, he chaired the arrangements committee at Detroit, and now he bears the same responsibilities for the 1960 meeting in Philadelphia.

Catholic organizations have not been the exclusive beneficiaries of his attention. In Baltimore, he has served as a member of the Mayor's committee for the study of the problems of the aged. He is active in the Maryland Association for High-

er Education, the Maryland Personnel and Guidance Association as well as such national organizations as the A.P.G.A. and N.V.G.A.

Ed Daubner's activities have carried his attentions wide afield. But whether he is engaged in his work at Loyola, in his activities with professional groups, or as a lecturer at institutions in his Maryland neighborhood, Edward V. Daubner has never gone afield from those philosophic aims and ideas which characterize a sound Catholic counselor.

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## Educational Benefits For The Children Of Deceased Veterans

Edward Wieland

Soon after the end of World War II, the membership of The American Legion went on record in support of legislation to make available to children of deceased veterans the same educational benefits as the veteran could have received had he returned. Not until the spring of 1956 was a law passed to help any child who lost a parent as the result of armed service to further his education. This legislation is frequently referred to as the Junior G I Bill. (Title 38, U. S. Code, Chapter 35)

The purpose of the law is to provide opportunities for chil-

dren whose education might otherwise be impeded or interrupted because of the parent's death due to disease or injury incurred or aggravated in the Armed Forces during World War I, World War II, or the Korean conflict, and to aid such children in obtaining the educational status which they normally would have obtained had their parent continued to live.

In order for a child to be eligible for these benefits, his parent must have died while in service, or if death occurred after he was honorably discharged, the cause must have been a disease or injury incurred or aggravated in the Armed Forces during the war periods mentioned above.

*Ed Wieland is Assistant Director, National Child Welfare Division of the American Legion.*

The eligible person may receive assistance from his eighteenth birthday or his successful completion of high school, whichever occurs first, until his twenty-third birthday. The age limits may be extended if (1) persons are over eighteen but under twenty-three on the effective date of the Act, (2) their individual deadlines fall in the middle of a term, in which case they would be permitted to complete the term or semester, (3) persons enter military service before age twenty-three.

The legislation provides education and training for a maximum of thirty-six months. Those who attend approved colleges, vocational schools, business schools, and other approved educational institutions can receive \$110 per month upon completion of a month's full training, \$80 per month on a three-fourth time basis, and \$50 on a half-time basis.

The Act also includes a special restorative training provision to train or retrain, to restore or improve a handicapped individual's physical or mental functioning which is essential to the normal pursuit of education. Under certain circumstances, it is possible for such a person to qualify for benefits at age fourteen instead of eighteen.

#### POTENTIAL NUMBER

The potential number of beneficiaries is estimated to be over

156,000. The 1956 figures, divided on the basis of parents' service, were as follows: World War I—4,272, World War II—132,547, Korean conflict—19,365. Unfortunately, less than 25 percent of those in the college-age group applied for and received the available benefits during the first year of the law's operation. During the current school year, and for several years to come, over 30,000 of the potential beneficiaries will be in the college-age group. Failure to finish high school and to plan for their future education are the principal reasons that so many do not take advantage of this very helpful educational resource. The American Legion believes a real service can be provided by persons and organizations in counseling students who may benefit from this established source of financial assistance.

#### HANDBOOK AVAILABLE

The American Legion publishes a seventy-six page scholarship handbook which, in addition to providing more details regarding the above described benefits, lists many sources of career and scholarship information available not only to veterans' children but to all children. Individual copies of the handbook, entitled, "Need a Lift?", may be secured from The Scholarship Service, The American Legion, P. O. Box 1055, Indianapolis 6, Indiana, for 15¢ to cover printing and postage.

# Tips and Techniques



Sister Mary Estelle, S.S.N.D.  
Mount Mary College  
Milwaukee, Wisconsin

## PARENT-STUDENT— COUNSELOR MEETINGS

Delbarton H.S., Morristown, New Jersey, is staffed by the Benedictine Fathers, who have an interesting procedure for their annual Parent-Student-Counselor meetings which are held for sophomores and juniors during the month of May.

At the sophomore meeting, parents and students discuss the curriculum for the coming year with the counselors. Some time is spent on those phases of college life in which both parents and students show some interest. Each counselor is assigned to only five or six parents thus allowing ample time for full discussion of all sides of the problem to be considered. After the meeting the counselors are expected to make a report of their findings to the Guidance Director.

The junior meetings follow much the same format as that of the sophomores but with greater emphasis placed on a definite college choice wherever this is possible. The results of the junior year College Board Examination are interpreted by the counselors in an effort to help the student and his parents make realistic decisions about

the choice of college and program. With all but the final scholastic record at hand, the student is also given the decision of the administration regarding permission to continue in the Delbarton mathematics course which provides the opportunity to take calculus and analytic geometry in the senior year.

## ORIENTATION PROGRAMS

The Guidance Department of Pope Pius XII, Diocesan High School, Passaic, N. J., reports:

(1) The initial step of our guidance program is "orientation." The winter previous to the opening of a new school term, we conduct an orientation night. All eighth graders interested in attending our high school are invited to attend our program with their parents. Discussions, interviews, and literature help these young people become better acquainted with Pope Pius XII High School. This orientation program continues throughout the first semester of Freshmen Year. Freshmen attend special group guidance classes conducted by their guidance counselors, as well as daily homeroom classes. The upper-classmen are oriented at the beginning of each school year with discussions on their student handbooks, edited yearly by the Student Council.

(2) We have three guidance counselors at our high school. The full-time counselor directs the department, and concentrates particularly on Junior and Senior students. One part-time counselor guides the girls of the Freshmen and Sopho-

more years, while another part-time counselor works with the boys from these years. Our homeroom teachers are rapidly becoming effective members of our guidance and personnel program. Homeroom teachers are using the *Group Guidance Series* with the underclassmen, while the upperclassmen are using the *Insight Series* as a guide to their homeroom discussions. *On the Road to Marriage* is a special text used in the Senior guidance classes.

#### SCHOOL VISITATION

At Good Counsel High School, Wheaton, Maryland, Brother Gerald Edward, C.F.X. tried an orientation program with 8th graders who had passed the school entrance examination. Because this was a pioneering project, only one neighboring school, St. Michael's, was selected as a pilot school with the Sisters of the Holy Names cooperating. Fifteen of their boys had registered to enter Good Counsel in the fall. With the permission of the Sisters, the boys spent a day at Good Counsel.

The boys arrived on a Monday morning and mixed right in with the freshmen, some of whom were in the chapel for the daily rosary and others in the students' lounge checking their home work before the 9 o'clock bell.

Most of the future freshmen found boys from their own parish, who helped them relax before their first day in high school. The principal personally placed groups of the St. Michael's boys in various class-

rooms. Chairs had been provided in different sections of each room. The lessons proceeded as usual, with the young visitors observing the material being covered, how the Brothers taught, and no doubt comparing the differences between secondary and elementary school teaching. Usually they shared the books of a boy near them in order to follow the lesson. Every other class period they were directed to another classroom.

About a week later, an evaluation of the experiment was made by means of a composition on "Grammar School Career Day at Good Counsel." Impressions which appeared most frequently in these free responses include: 1) the friendliness existing between Brothers and boys; 2) the easy atmosphere in the classes; 3) the freedom to ask questions at any point of the lesson; 4) the Brothers' understanding of boys' problems; 5) the smooth daily routine; 6) clarity of the teachers' explanations; 7) the friendly way the Brothers have "when you cooperate, and how they act like your father when you don't;" 8) the beautiful chapel so handy to visit, 9) the Brothers' changing classes at the bell; 10) the fact that the boys "are on their own," 11) the fast teaching pace, which made you pay attention.

To sum up, the boys enjoyed their first visit to a high school in session and were looking forward to next fall when they would be real participants, not just visitors.



## EXCERPTS FROM LETTERS

Dear Brother Lawrence,

Your grand magazine is truly an answer to a prayer. Among the many features offered, I really do appreciate the information concerning free guidance materials which are available to all schools.

Keep up the great work.

Rev. Paul F. Peter  
Guidance Counselor  
Cathedral High School  
Omaha, Nebraska

\* \* \* \*

Dear Brother Lawrence,

Our office has just received a complimentary copy of **The Catholic Counselor** and we wish to thank you for sending it on to us.

We have followed the progress of this magazine for some time and regard it highly, for we find articles contributed by authorities in the field as well as those on the firing line.

Dean L. Hummel,  
State Supervisor,  
Guidance Services, Ohio  
Department of Education

\* \* \* \*

Dear Brother Lawrence,

I have followed with deep interest the development of guidance in education since I first began teaching and pursuing higher studies ten years ago. It is my privilege to be an initial subscriber to **The Catholic Counselor** and have found its development most thrilling. Although I have been inactive in the field since my entrance into the convent two years

ago, I do hope to become a contributing member of the profession before too long—please God! The religious life has opened up a whole new outlook for me that should add to my previous training and experience.

There is great opportunity for growth and development of your periodical. May Our Lady of Good Counsel continue to guide the work and the workers toward the goals He has set for us. Many thanks for all you have done for **The Catholic Counselor** and Catholic counselors.

Sister Marion  
St. Louis, Missouri

\* \* \* \*

Dear Brother Lawrence,

The **Catholic Counselor** is not only rich in content but also entertaining. These two factors are rarely combined in a professional magazine.

Every Catholic teacher would benefit by and richly enjoy access to each issue. The magazine is more than a report to their fellows on the experience of teachers and counselors. It is a report on their ideas and experiences weighed and measured against the high moral standards of dedicated men and women. This is evident in every issue, and this past Spring it is well given in the words of the Most Reverend Bishop Krol of Cleveland in his address to the Association. I am glad too, for the editorial of Dr. James J. Cribbin.

Heartly Congratulations!

George Bingham  
New York City

Do you know that . . . ?

*The Western New York Catholic Guidance Council* now publishes a newsletter. Vol. 1, No. 1 reports on "The Development of Scholarship Programs in Catholic High Schools"—the theme of their Spring Conference.

\* \* \* \*

*The Los Angeles Catholic Guidance Council* early in September used the archdiocesan newspaper to increase parent interest in guidance. The article authored by Brother Eagan, C.S.C., was "Schools Increase Counseling Role."

\* \* \* \*

Editorial Board member, *Sister Mary Leonore, S.S.N.D.*, is now principal of Mission Church H. S., Roxbury, Massachusetts.

**It happens every day!**



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